



# GEOGRAPHY CURRICULUM AREA STAFF

Should you require more information about this subject area please contact:

Name: Mrs K Schwartz

Position: Subject Lead Geography

Email: [K.Schwartz@byjhs.org](mailto:K.Schwartz@byjhs.org)

## GEOGRAPHY CURRICULUM INTENT

We aim to **foster a sense of wonder and enlighten students about the world** by becoming **independent critical thinkers**. Through our Geography curriculum, students will **learn about the world's diversity of environments and cultures**. They will **gain a greater understanding of the complexity of both human and physical processes**. They will also **learn how mankind is changing our planet and how we can minimise the impact of this change**. We aim to help students to understand the complexity of the natural and human world and to be able to draw together evidence from a range of sources to form their own informed, evidenced opinions.

# GEOGRAPHY CURRICULUM OVERVIEW

Year 7: Geography					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1 and 2		Summer 1 and 2	
<p><b>Enquiry Question:</b> How can Geography help me understand the world?</p> <p><b>WEEKS: 6</b></p>		<p><b>Enquiry Question:</b> Is our image of Africa, correct?</p> <p><b>WEEKS: 12</b></p>		<p><b>Enquiry Questions:</b> How and why does a river change the landscape on its journey to the sea? How do rivers and people interact?</p> <p><b>WEEKS: 12</b></p>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>• BASELINE ASSESSMENT</li> <li>• Identify the different types geography, including the difference between physical and human geography, and social, economic, and environmental issues</li> <li>• Understand why we use maps</li> <li>• Location of the 7 continents and major oceans.</li> </ul>	End of topic test	<ul style="list-style-type: none"> <li>• Identify location of Africa on a map.</li> <li>• The fact that Africa is a continent, not a country</li> <li>• The diversity in Africa</li> <li>• Different landscapes in Africa</li> <li>• Africa’s resources and why they are important - natural gas, diamonds, cocoa beans, crops, gold, oil.</li> </ul>	<b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<ul style="list-style-type: none"> <li>• Rivers of the world</li> <li>• How rainfall reaches the river – interception, surface run-off, infiltration, throughflow, groundwater flow, permeable and impermeable rocks</li> <li>• Different parts/features of a river basin – sources, tributaries,</li> </ul>	<b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>

<ul style="list-style-type: none"> <li>• 8-point compass to locate places on a map and why they are useful</li> <li>• Longitude and latitude to locate places on a world map</li> <li>• OS map skills (including map symbols, 4 and 6 figure grid references, scale and relief)</li> </ul>		<ul style="list-style-type: none"> <li>• African populations: ethnic groups and civilisations languages, religions.</li> <li>• The Sahara Desert - Sahara Desert – location, size, why few people live there, how people cope with lack of water, the causes of desertification, the Great Green Wall initiative</li> </ul>		<p>confluence, watershed, flood plain, mouth, channel, riverbank, river bed, drainage basin</p> <ul style="list-style-type: none"> <li>• Weathering and how it helps the river shape the land</li> <li>• How do rivers shape the landscape? – erosion, transportation and deposition processes</li> <li>• Landforms created by rivers – V-Shaped valley, waterfalls, meanders, oxbow lakes.</li> <li>• Flooding – causes/factors that increase their risk, what damage they do, and how humans can make them worse</li> <li>• HIC river case study: Keswick River flooding 2015. – its causes, effects, responses. Compared with a LIC river case study: Bangladesh: – its</li> </ul>	
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				<p>causes, effects, responses.</p> <ul style="list-style-type: none"> <li>• Cross-curricular local fieldwork enquiry Quarry Bank Mill? inc. how to write up a geographical enquiry</li> <li>• Flood prevention and protection</li> </ul>	
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Atlas skills</li> <li>• Interpret geographical information, including maps, OS maps, diagrams and aerial photographs</li> <li>• Label maps</li> <li>• Use and interpret aerial photographs</li> <li>• Use compass points</li> <li>• Using grid references, scale, and relief</li> </ul>		<ul style="list-style-type: none"> <li>• Use and interpret political and physical maps</li> <li>• Understand and use % increase</li> <li>• Use and interpret ground and satellite photos</li> <li>• Describe landscapes from photos</li> <li>• Use and interpret climate graphs</li> <li>• Understand and use range</li> <li>• Interpret geographical information, including maps, population maps, diagrams and aerial photographs.</li> <li>• Label maps</li> <li>• Inference skills</li> </ul>		<ul style="list-style-type: none"> <li>• Use, interpret and complete diagrams</li> <li>• Draw sketches from photos</li> <li>• Use and interpret ground and aerial photos</li> <li>• Complete sketch maps</li> <li>• How to write up a geographical enquiry</li> <li>• Complete and collect fieldwork data</li> </ul>	

		<ul style="list-style-type: none"> <li>• Evaluative assessments</li> <li>• Oracy skills</li> </ul>			
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>Enquiry Question:</b> What is the human and physical geography of the UK like?					
<b>WEEKS: 6</b>					
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Countries and nations which make up the British Isles</li> <li>• Attractions of the British Isles - human and physical</li> <li>• Why is the weather in the UK so changeable? – the difference between weather and climate, how the climate varies across the UK, air masses affecting the UK, the effects of prevailing wind and the North Atlantic Drift ocean current,</li> <li>• Extreme weather in the UK Case Studies - The Beast from the East 2018, The summer heatwave in 2018, heavy rainfall and flooding in Cumbria 2015</li> <li>• Urban microclimate fieldwork, the characteristics</li> </ul>	End of topic test				

<p>of an urban microclimate, the factors causing urban microclimate</p> <ul style="list-style-type: none"> <li>• The UKs changing employment structure - What kinds of work people do in the UK for a living – primary, secondary, tertiary and quaternary sectors, case studies of jobs in the UK</li> <li>• Local fieldwork case study of urban regeneration in a HIC (Salford Quays) - to what extent has regeneration of Salford improved the lives of local people.</li> </ul>					
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Use and interpret political maps</li> <li>• Label and annotate maps</li> <li>• Use and interpret ground photos</li> <li>• Complete mental maps and sketch maps</li> <li>• Write descriptively</li> <li>• Collect and interpret fieldwork data</li> </ul>					

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Year 8: Geography					
Autumn Term		Spring Term		Summer Term	
<b>Autumn 1 and 2</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>Enquiry Question:</b> What are tectonic processes and how do they impact humans and environments?  <b>WEEKS: 12</b>		<b>Enquiry Questions:</b> <ul style="list-style-type: none"> <li>• What are the world’s main biomes and how do humans interact with them?</li> <li>• How is the world’s population changing?</li> </ul> <b>WEEKS: 6 (3+3)</b>		<b>Enquiry question:</b> What are the most pressing global issues today?  <b>WEEKS: 6</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>• Global Distribution of Volcanoes and Earthquakes</li> <li>• Volcanoes and earthquakes are not evenly spread across the earth</li> <li>• They both occur on land and in the sea</li> <li>• They can occur together and independently of each other</li> </ul>	End of topic test	<ul style="list-style-type: none"> <li>• What is a biome and the location of the world’s major biomes</li> <li>• Russia’s different biomes and climate zones; how the environment and landscape vary between Russia’s biomes; why does vegetation change with latitude and</li> </ul>	<b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<ul style="list-style-type: none"> <li>• Plastics in the ocean – the harmful effects of plastics on marine life, the life cycle of plastic bottle, the Great Pacific garbage patch, ways of reducing plastic waste, making school sustainable - raising</li> </ul>	End of topic test

<ul style="list-style-type: none"> <li>• They tend to occur in lines</li> <li>• The structure of the Earth – the crust, mantle, outer core, inner core</li> <li>• What causes plates to move – convectional currents in the mantle</li> <li>• Types of crust (oceanic and continental) and what they are made of</li> <li>• Types of plate margins and the processes that occur there – constructive, destructive, collision, conservative.</li> <li>• Unique landforms occur at plate margins.</li> <li>• Location and formation of fold mountains, ocean trenches, composite volcanoes and shield volcanoes.</li> <li>• Characteristics of different types of volcanoes (composite vs shield)</li> <li>• Volcanoes are hazards resulting from tectonic activity. Their primary and</li> </ul>		<p>altitude?; the difference between hot deserts and polar deserts?; What is permafrost?; What is the tree line?; Who lives in Russia’s extreme environments?; How might a changing climate bring change, opportunity and challenges?</p> <ul style="list-style-type: none"> <li>• Population: the increase in population at different scales; know what population, population distribution and population density mean; world population density linked to climate zones; how has the UK’s population changed over time and life expectancy; population growth and life expectancy around the world; the impact of our growing population on our planet (inc. resources, species and wildlife habitats, waste,</li> </ul>		<p>awareness about plastic waste.</p> <ul style="list-style-type: none"> <li>• Climate change – the evidence of climate change and how global temperatures have changed; know what climate change, global warming, greenhouse effect and greenhouse gases (CO2 and Methane) mean; how climate change will affect our world and the UK (predictions); Local actions – global effects - the effects of climate change in the world’s most poorest countries; responses to climate change and adapting to climate change .</li> <li>• Geography of conflict - causes of conflict in the world; impacts of conflicts on people; LIC case study of civil war in Syria and Syrian refugees</li> </ul>	
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<p>secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.</p> <ul style="list-style-type: none"> <li>• HIC case study of a volcanic eruption (Iceland) – its cause; primary and secondary effects; positive and negative impacts; immediate and long-term responses.</li> <li>• LIC case study of a volcanic eruption (Mt Merapi) – its cause; primary and secondary effects; positive and negative impacts; immediate and long-term responses.</li> <li>• what a super volcano is, how they are formed and how they are different to other volcanoes, and the potential extent of the effects of a super eruption (local vs. global)</li> <li>• HIC case study - Nuclear Winter – Yellowstone</li> <li>• How can we limit the damage volcanoes can cause – prediction, preparation and response</li> </ul>		<p>pollution and global warming); future predictions on world population changes and the problems it can cause in countries if its population rises or falls.</p>			
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<ul style="list-style-type: none"> <li>• Earthquakes – global location and distribution, what are they, causes, how to predict and measure, what damage they do and responses.</li> <li>• LIC case study - Nepal 2015 earthquake – causes, effects and responses.</li> <li>• Tsunami – formation and effects.</li> <li>• LIC case study - Indian Ocean tsunami 2004</li> </ul>					
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Interpret a cross-section of the Earth</li> <li>• Use and interpretation of world map showing distribution of plate boundaries and plates</li> <li>• Draw and label diagrams accurately</li> <li>• Analyse case studies for key information</li> <li>• Use of Richter Scale to compare the magnitude of earthquake events</li> <li>• Ability to ‘assess’ the impacts of tectonic hazards</li> </ul>		<ul style="list-style-type: none"> <li>• Use and interpret ground photos and satellite photos.</li> <li>• Complete bar charts and atlas maps</li> <li>• Complete and label diagrams</li> <li>• Draw conclusions</li> <li>• Use GIS</li> <li>• Use and interpret line charts</li> <li>• Make predictions and identify trend in numerical data</li> </ul>		<ul style="list-style-type: none"> <li>• Use, interpret, complete and label diagrams</li> <li>• Use and interpret ground photos</li> <li>• Describe landscapes from photos</li> <li>• Complete bar charts</li> <li>• Understand and use numerical data including proportion</li> <li>• Complete an atlas map and a desire line map</li> <li>• Draw conclusions</li> <li>• Analyse case studies</li> </ul>	

<ul style="list-style-type: none"> <li>• Use and interpretation of various forms of graphs and statistics in relation to the numbers and impacts of tectonic hazards around the world</li> <li>• Drawing conclusions from geographical data Write descriptively</li> <li>• Use and interpret ground and aerial photos</li> <li>• Understand and use numerical data</li> <li>• Complete and interpret geographical diagrams</li> </ul>		<ul style="list-style-type: none"> <li>• Use, interpret and compare choropleth maps</li> <li>• Complete pie charts</li> </ul>			
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
		<b>Enquiry question:</b> Urban Futures - why do more than half the world's population live in urban areas?  <b>WEEKS: 6</b>		Enquiry question: Where is the world are the most amazing places?  <b>WEEKS: 6</b>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
		<ul style="list-style-type: none"> <li>• What urbanisation is</li> <li>• Why urbanisation occurs</li> <li>• How urbanised the world is</li> </ul>	End of topic test	<ul style="list-style-type: none"> <li>• Where in the world?</li> <li>• Troubled Place, Hawaii</li> <li>• Unique Place, Madagascar</li> </ul>	<b>END OF YEAR EXAM WHOLE-SCHOOL</b>

		<ul style="list-style-type: none"> <li>• Why cities are located where they are</li> <li>• Rural to urban migration in china</li> <li>• The consequences of rural-urban migration in China for urban and rural areas</li> <li>• Megacities – Where are they found? Why have they grown?</li> <li>• The challenges and opportunities of living in Jakarta, Indonesia.</li> <li>• Housing the poor in India – what is it like to live in squatter settlements, India’s largest squatter settlement, ways to solve the problems in squatter settlements</li> <li>• Sustainable cities – what makes a city sustainable, examples of how cities can be sustainable. – Qatar and United Arab Emirates</li> </ul>		<ul style="list-style-type: none"> <li>• Damaged Place, Venice – the sinking city due to climate change or Key West, Florida with rising sea levels and hurricanes</li> <li>• Remote Place. Easter Island</li> <li>• Wild Place – Svalbard and the Northern Lights</li> </ul>	<b>ASSESSMENT DATA COLLECTION POINT</b>
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	

		<ul style="list-style-type: none"> <li>• Use, interpret and label ground and satellite photos</li> <li>• Complete bar charts and atlas maps</li> <li>• Draw sketches from photos</li> <li>• Label and annotate sketches</li> <li>• Drawing conclusions from geographical data Write descriptively</li> <li>• Use and interpret ground and aerial photos</li> <li>• Understand and use numerical data</li> <li>• Complete and interpret geographical diagrams</li> </ul>		<ul style="list-style-type: none"> <li>• Gaining an understanding of physical processes which shape the landscape</li> <li>• Increasing locational knowledge</li> <li>• Developing map skills</li> <li>• Group/ independent geographical enquiry projects in which students research different locations</li> </ul>	
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<b>Year 9: Geography</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Autumn 1 and 2</b>	<b>Spring 1</b>	<b>Summer 1 and 2</b>
<b>Enquiry Question:</b> Why is the Tropical Rainforest under threat?	<b>Enquiry questions:</b> Is our world unequal? Can the earth's resources cope with humanity?	<b>Enquiry question:</b> Why is the coastline of the UK so varied?
<b>WEEKS: 12</b>	<b>WEEKS: 6</b>	<b>WEEKS: 12</b>

KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>• Location of TRF</li> <li>• Climate and understanding the geographical link between rainforest conditions/habitats and distance to equator.</li> <li>• Weather and climate in the TRF</li> <li>• Animal Adaptations in the TRF</li> <li>• Plant Adaptations in the TRF</li> <li>• Why are rainforest important?</li> <li>• LIC case study: Amazon TRF, inc, causes and effects of deforestation</li> <li>• Issue evaluation: the need for rainforest resources vs the impact deforestation creates.</li> <li>• How could we protect the rainforest?</li> <li>• Do our efforts in the UK make such a difference to deforestation in the Amazon TRF?</li> </ul>	End of topic test	<ul style="list-style-type: none"> <li>• Global development – how some people in the world are rich and others are poor; what life is like in a poor country; what the impacts of inequality are; how we can measure development – HICs, LICs and NEEs</li> <li>• Know the most important resources in the world – food, energy and water.</li> <li>• Difference between resource insecurity in LICs and resource security in HICs</li> <li>• Food inequality – food insecurity and its consequences; Food crisis and famine in South Sudan case study – why are people going hungry?; how droughts can lead to famine</li> <li>• Food inequality – food security and its consequences; HIC case</li> </ul>	<b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<ul style="list-style-type: none"> <li>• Importance of coastline - what do we use the coast for?</li> <li>• What causes waves and tides</li> <li>• How to waves shape the coast - wave processes (swash and backwash)</li> <li>• Constructive and destructive waves</li> <li>• Processes of coastal erosion, transportation and deposition</li> <li>• Landforms created by waves: headlands, bays, wave-cut platforms, caves, arches and stacks.</li> <li>• Coastal management: rock armour, groynes, managed retreat, sea wall, revetments, beach nourishment, artificial reefs</li> <li>• HIC coast case study: Holderness coast – causes, effects, responses</li> </ul>	<b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>

		<p>study – obesity and overnutrition in the UK</p> <ul style="list-style-type: none"> <li>• Water scarcity – why we can't use most of the earth's water supply; the uses of fresh water around the world; physical water scarcity and economic water scarcity; how can we tackle physical and economic water scarcity</li> </ul>		<ul style="list-style-type: none"> <li>• Coastal fieldwork enquiry - Fleetwood</li> </ul>	
<b>SKILLS</b>		<b>SKILLS</b>	<b>SKILLS</b>	<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Use maps and interpret rainforest locations.</li> <li>• Evaluate precipitation data</li> <li>• Evaluate arguments – oracy skills</li> </ul>		<ul style="list-style-type: none"> <li>• Use, interpret, and complete diagrams, bar charts and pictograms</li> <li>• Understand and use numerical data, including percentage</li> <li>• Label atlas maps</li> <li>• Write descriptively</li> <li>• Describe landscapes from photographs</li> <li>• Complete sketch maps</li> <li>• Compare maps</li> <li>• Complete bar charts and flow diagrams</li> <li>• Use and interpret ground photos</li> <li>• Complete pie charts</li> </ul>		<ul style="list-style-type: none"> <li>• Understand use numerical data</li> <li>• Use and interpret ground and aerial photos</li> <li>• Use and interpret atlas maps</li> <li>• Use, interpret and complete diagrams</li> <li>• Complete histograms</li> <li>• Complete and collect fieldwork data</li> </ul>	

Autumn 2		Spring 2		Summer 2	
		<b>Enquiry question: How has tourism changed globally?</b>  <b>WEEKS:6</b>			
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
		<ul style="list-style-type: none"> <li>• What is tourism? and types of tourism</li> <li>• Why has the tourism industry grown</li> <li>• Tourism in the UK</li> <li>• The rise and fall of Blackpool</li> <li>• Conflicts in the National Parks and how can they be managed</li> <li>• How can tourism help a country to develop? Tourism in Kenya</li> <li>• Extreme tourism – Mount Everest or Antarctica</li> <li>• Ecotourism in the TRF</li> </ul>	End of topic test		
SKILLS		SKILLS		SKILLS	
		<ul style="list-style-type: none"> <li>• Use and interpret ground photos, maps, atlas maps</li> <li>• Complete line charts</li> </ul>			



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|--|--|---|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Understand and use numerical data</li><li>• Identify trends in numerical data</li><li>• Draw conclusions</li><li>• Complete and annotate divided bar charts</li></ul> |  |  |  |
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## CURRICULUM SEQUENCING

Our Key Stage 3 curriculum is carefully built around three recurring 'big ideas' which are embedded within the different topics throughout the course and which all geography students should have a sound understanding of by the end of KS3: a sense of place, understanding the interconnectedness of physical and human geography, and geographical enquiry.

Students progressively build upon these 'big ideas' throughout KS3 with the ability to apply them with increasing complexity of understanding to different, increasingly abstract and new contexts to allow them to 'think geographically.' Synopticity is key to becoming an excellent geographer – the ability to take the factors of human, physical, cultural and environmental geography and make links between them is the basis of geographical education at BYJHS. We also embed a strand of personal geography – encouraging our students to develop a cultural understanding and appreciation of diversity, appreciate how people around the world lead different ways of life. We acknowledge and understand our own personal and local geographies, which are influenced by the space we are in, but we direct students to move beyond their personal geography to a range of locations such as Africa, Russia, Asia and the Middle East to allow students to broaden their locational and place knowledge.

Students develop their geographical skills through their use of maps, atlases and interpretation of satellite photographs and GIS maps. Students also have the opportunity in Key Stage 3 to begin developing their fieldwork skills, collecting and analysing data using GIS that enables them to draw geographical conclusions. We intertwine skills teaching with knowledge to offer pupils a rounded geographical education and ensure that our pupils are taught to write like a geographer as early as possible – getting the hang of incorporating place specific detail into answers. Our KS3 provides an excellent platform for either the study of GCSE Geography, or for an understanding of the world in its own right